

Conduct of the Concept Mapping Sessions

Session One (90 minutes)

Monday, 13 June 2016

Intro. The concept mapping facilitators are introduced. (1-2 minutes)

Agenda Review. One facilitator explains the next 90 minutes. The group is asked divide their 10-member team in half and assemble at five to a table. The concept mapping Session One handout is distributed and gone over. Displays of the procedure are pointed out. At the end of 60 minutes the maps will be collected. The sketches will be posted around the room. And participants asked to go around and observe the sketches. A brief debriefing will be held. (6-7 minutes).

Concept Mapping. Sixteen (16) groups of five (5) are formed. Each group completes a concept map. These maps are collected and not displayed at this time. (52 minutes)

Quasi-Gallery Walk. Participants are asked to post and examine one another's sketches. Rolls of masking tape are strategically placed around the room for participants to access. Of the drawings one can see in this limited time, participants are asked to identify the most *clean* drawing, the most *strong* drawing and the most *active* drawing. (10 minutes)

Debriefing. The whole group is assembled for a debriefing. (15-20 minutes)

Possible Questions:

1. What has happened thus far? What are your issues and concerns?
2. What are points of view of others toward poverty? Your parents, other family members, friends, politicians, university professors, community organizers, store owners, celebrities, homeless? What questions do you have for the artist who drew the most "clean" sketch? The most "strong" sketch? The most "active" sketch?
3. How did this simulation take place for your group in the first place? What educational, moral, legal issues connect to the issue of poverty?
4. How does your participation in the simulation reflect the culture of your 10-member team? The culture of Teach for America?
5. What have you done to prepare for this concept mapping activity? How did it go for you so far?
6. What do you perceive to be the ideas and assumptions that guide the use of concept map as sort of a pre-test? Which ideas/assumptions guided your rendition of a concept map?

Session Two (60 minutes?)

24 June 2016

The concept mapping facilitators are introduced (1-2 minutes)

One facilitator explains the next 60 minutes. The group is asked to reassemble at tables as 5-person teams as was done last week. As the concept mapping Session Two handout is distributed, tables are asked to display a name "tent" with the name of their team. The handout is gone over and displays of the procedure are pointed out. The group has 30 minutes to complete their second concept map from brainstorming to the finished product. With the completion of the map, their first map will be given to them and the tables will be asked to compare the two. A guide for the comparison and a rubric for the team to complete will be given to each table. They will have 15 minutes to do the comparisons. At the end the teams will assemble for a debrief and closure. (6-7 minutes)

Sixteen (16) teams reassemble. Each group places name tent on table and completes a new concept map. (30 minutes)

First concept map is given to each table at the completion of the post-Map and the two are compared. (15 minutes)

Debrief. The whole group is assembled for a debrief. (5 minutes)

Possible Questions:

1. In what ways has the concept map exercise assisted in recognizing a new understanding of poverty? In recognizing a new understanding of being a teacher?
2. Has your new understanding of poverty altered your view of teaching in Nashville?

3. How will your new understanding of poverty assist you in teaching? What specific ways? Who could help you take these initiatives?
4. How might the staff of the school to which you are assigned be impacted by your altered view of teaching? By the initiatives you are considering?